DOCUMENT RESUME

ED 128 640 CE 008 047

AUTHOR	Brandler, William, Comp.; And Others
TITLE	Proceedings of the SHOP Travelers' Seminar (Ohio State University, October 16-17, 1975).
INSTITUTION	Ohio State Univ., Columbus. Academic Faculty for Vocational-Technical Education.
REPORT NO	VT-103-124
PUB DATE	[75]
NOTE	79p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Developing Nations; Educational Needs; Educational Programs; Foreign Countries; *International Programs; *Manpower Development; *Recruitment; Seminars; Skill Development; *Vocational Education; *Volunteers
IDENTIFIERS	*Peace Corps; SHOP; *Skilled Hands Overseas Program; United States

ABSTRACT

SHOP (Skilled Hands Overseas Program) is described as an informal arrangement between the Peace Corps and technical colleges, universities, companies, and unions around the United States to send representatives from these organizations on field trips to countries where Peace Corps volunteers are serving as teachers in vocational-technical, industrial arts, and skilled craftsmen training programs. The purpose of the first SHOP seminar was to compile various observations from SHOP travelers that might help increase the effectiveness of recruiting Peace Corps volunteers for teaching positions in developing countries. Presentations deal with the topics of the role of SHOP travelers in Peace Corps recruitment and SHOP and/or Peace Corps arrangements in the countries of Jamaica, Malaysia/Micronesia, Kenya, Iran/Morocco, Tunisia, and Ecuador. Eighteen recommendations are offered for improving the SHOP program and recruiting procedures for the Peace Corps. Appended are the list of seminar participants and daily agenda. (RG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

5755

ED128640

PROCEEDINGS OF THE

Shop Travelers' Seminar

OCTOBER 16-17, 1975

COMPILED AND EDITED
BY
WILLIAM BRENDLER
AARON J. MILLER
AND
PHILLIP L. REDRICK

VT-103-124

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ACADEMIC FACULTY FOR VOCATIONAL-TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO 43210

CE 008 047

TABLE OF CONTENTS

	PAGE NO.
Background and Purpose of the SHOP Travelers' Seminar	1
Seminar Procedures	4
Objective of the Seminar	5
Presentation and Discussion	8
The Role of SHOP Travelers in Local Recruitment Efforts	9
Recruitment Perspective for Midwest Region	18
Jamaica	22
Malaysia/Micronesia - Intern Programs	30
Kenya	37
Iran/Morocco	51
Tunisia - Agriculture	54
Ecuador	62
Recommendations	69
List of Participants	Appendix A
AGENDA - SHOP Travelers' Seminar	Appendix B

CE 008 047

BACKGROUND AND PURPOSE OF THE SHOP TRAVELERS' SEMINAR

Background

The ACTION agency and the Faculty for Vocational-Technical Education at The Ohio State University conducted the first SHOP (Skilled Hands Overseas Program) Travelers Seminar at the Center for Vocational Education on The Ohio State University Campus on October 16-17, 1975. The main objective of the seminar was to provide the opportunity for SHOP travelers in the United States to get together informally and share their observations about the countries they visited. Since it is essential to developing countries that they move toward industrialization and technology, their requests for volunteers to fill vacant technical positions increases. In responding to these requests the Peace Corps has designed the SHOP program which is simply an informal arrangement between Peace Corps and technical colleges, universities, companies, and unions around the United States to send representatives from these organizations on a field trip to countries where Peace Corps Volunteers are serving as teachers in Vocational-Technical, Industrial Arts, and skilled craftsmen training programs. The purpose of these trips is to give the SHOP participant a thorough knowledge of Peace Corps projects overseas.

The purpose of the SHOP seminar was to compile various observations made by the SHOP travelers about each of the countries visited. This information could then aid in recruiting volunteers for these countries in highly skilled categories. The seminar also provided insights into

the kind of Vocational-Technical and Industrial Arts programs typically conducted in those countries.

The SHOP Travelers' seminar was also designed to provide the necessary information and assistance to the Washington Peace Corps Staff to make constructive changes in the SHOP program.

The SHOP seminar participants represented through their visits four countries in Africa, four countries in Latin American and three countries in Asia. They all met with the Peace Corps staff in the host country, talked with government officials, union officials, education officials, visited schools, and visited volunteers. In some cases, the Peace Corps Staff overseas has utilized the SHOP travelers' expertise as a resource after the traveler returned to the United States.

General Schedule and Objectives of the SHOP Travelers' Seminar

The SHOP travelers participated in the discussion by preparing a 30-minute summary of their SHOP trip. Each of the participants addressed themselves to the following topics:

A. general observations of the educational system or apprenticeship system in the country they visited

B. some of the difficulties encountered by teachers in various Vocational-Technical and Industrial Arts education programs in the specific country they visited

C. some of the difficulties in teaching various Skilled Trades programs in the specific country they visited

D. experimental and observational data gathered during the SHOP visit which could be used for further recruitment efforts

E. some of the problems with the government and/or educational system which confronted them while in the country

F. recommendations for future volunteer preparation through Vocational-Technical and Industrial Arts education programs during and after the volunteer experience, such as:

    1. professional development
    2. cross-cultural development
    3. communications

G. recommendations for the recruitment of Vocational-Technical and Industrial Arts education teachers

H. recommendations for the recruitment of skilled tradesmen

I. recommendations for constructive changes for future SHOP programs

J. recommendations regarding the most appropriate and effective techniques for the programs overseas

Indirect Benefits of the SHOP Travelers' Seminar

There were many indirect benefits and "spin-offs" of the SHOP program. In some cases these benefited the host country, such as additional technical textbooks, machinery, and expert advise; participants had a chance to expand their overseas experience and their knowledge of different levels and kinds of training in a developing country; the seminar provided a mechanism for hearing others describe what they did after their trip to help the host country they visited; and the seminar provided an opportunity for each participant to learn from other SHOP travelers.

SEMINAR PROCEDURES

Approximately 35 individuals participated in the conference. This number includes nine SHOP travelers; five individuals from ACTION (the sponsoring agency); ten Educational Professional Development Fellowship Recipients; representatives from The Center for Vocational Education, and students and faculty members of The Ohio State University. (The list of participants is provided in Appendix A.)

The participant selection process assured that the nine SHOP travelers would represent a wide range of experiences and perspectives within vocational-technical and industrial arts education. The countries that were visited by the SHOP travelers included Ethiopia, Kenya, Morocco, Tunisia, Iran, Malaysia, Jamaica, Ecuador, El Salvador, and Honduras. The SHOP travelers represented the following institutions: The Ohio State University, California State University at Los Angeles, Wilmington College of Ohio, State University College at Buffalo, New York, Ferris State College, Los Angeles Trade and Technical College, and The Los Angeles Community College System.

The two-day seminar was held on October 16 and 17, 1975. The time was split between SHOP travelers individual presentations and large group discussion sessions.

OBJECTIVES OF THE SEMINAR

by

Aaron J. Miller*

Last April (1975), an informal discussion was held with Art Flanagan, Brian Shaffer, Velma Linford, Chip Letson, Bill Brendler and I concerning the valuable observations received through SHOP travelers and their activities. During this conversation a suggestion was made that there should be a mechanism for sharing this information, learning from each other, and finding out what's going on in the various countries so that this information could be pooled for an effective program of recruitment. So, based upon this conversation, a seminar was planned.

The specific goal of the conference was identified as generating and documenting information from SHOP travelers that might help increase the effectiveness of recruiting Peace Corps Volunteers for teaching positions in developing nations. To accomplish this, the seminar was designed to bring together people like yourselves - experts in the field who have visited developing nations on various occasions, to share your general observations of the educational system in the countries you have visited, and discuss some of the difficulties in various vocational technical and industrial arts programs in these specific countries. Also, to share some of the problems you encountered with either the educational system

---

*Dr. Miller is Professor and Chairman of the Academic Faculty for Vocational-Technical Education, The Ohio State University, Columbus, Ohio

or the government, and how these difficulties affected the educational offerings.

From such a conference or a seminar such as this, we hope there will be recommendations generated for future volunteer preparation through vocational-technical and industrial arts programs that could lead to better professional development, cross-cultural development and communication. We hope that from this seminar recommendations will come for the recruitment of vocational-technical and industrial arts teachers. Furthermore, that there will be recommendations for constructive changes for future SHOP programs and the use of the travelers' observations.

I hope that this will be a very informal kind of seminar where there will be a great deal of verbal exchange. Let me be very quick to share with you two things that are not purposes of this seminar. It is not a purpose of this seminar to critically analyze the basic structure of the educational system of the nations visited and to propose changes in that system. Secondly, it is not a purpose of this seminar to critically analyze and propose changes in the basic structure of the Peace Corps or our Federal Government's involvement in ACTION programs. The spirit of this seminar is to be one of positive sharing to meet the goals of effective recruiting. To do this we have organized a program where presentations will be made by SHOP travelers and ACTION personnel. First we will ask the Peace Corps and ACTION personnel to set the overall perspective and then ask the various SHOP travelers to share with us their experiences and their recommendations. These presentations will be followed by question and answer sessions, and small group discussion sessions.

Following the conference, the proceedings of the seminar will be sent to the Peace Corps in Washington, D.C. and also shared with the participants.

I hope that during this seminar, you'll feel at home and that the facilities both here and at the Holiday Inn are adequate. So, again, welcome to the seminar and we look forward to the presentations and discussions.

SHOP TRAVELERS'

PRESENTATIONS AND DISCUSSIONS

The presentations and discussions that follow were taken from tape recordings of the seminar proceedings. In some cases, audio recording difficulties made it impossible to reproduce the full content of each presentation. Therefore, some of the presentations and discussions are presented in summary form.

THE ROLE OF SHOP TRAVELERS IN PEACE CORPS RECRUITMENT

by

ARTHUR FLANAGAN*

Before addressing myself to how SHOP travelers can assist in recruitment efforts, I would like to take this opportunity to express some opinions concerning historical developments which have occurred in the Peace Corps during the past fifteen years. Perhaps a historical perspective will give travelers and staff a better idea where we're going and where we fit into the future of the Peace Corps.

The main legislative goals of the Peace Corps are the same today as they were in 1961. The main purposes being:

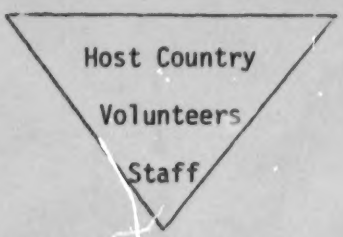
1. to promote world peace;
2. to provide needed midline and grassroots; and
3. to promote better understanding between Americans and people of foreign lands.

In addition to these legislative directives certain operational traditions such as: 1) being present in countries only if a sincere invitation has been extended, 2) having volunteer live in the poverty community, and 3) making sure that Peace Corps programming, recruiting, and training be in accordance with the host countries desires and circumstances in most cases today. In other words the direction of the Peace Corps has come from the host country not Washington.

---

*Mr. Flanagan is SHOP Travelers Area Recruitment Manager, Ohio.

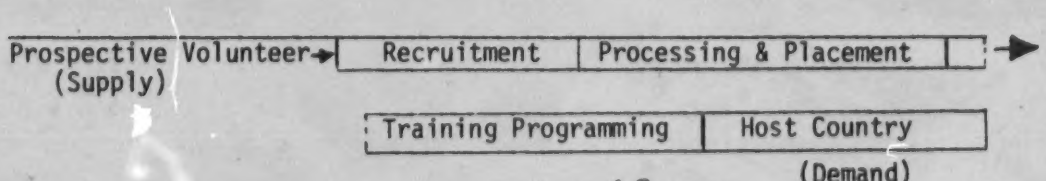
If the decision making structure were visualized, I think it could be portrayed as an inverted pyramid with the host countries on top, the volunteers under them, and Peace Corps Staff on the bottom.



I feel the majority of our successes can be traced to this inverse pyramid decision-making process. It is one of the things that makes the Peace Corps unique among other American governmental bureauracies. As long as we respect the right of the developing host countries to be masters of their own destinies, we will continue to be invited to share in the adventure of their progress. Such sharing yields friendship, understanding, new knowledge and skills for both the developing countries and is the essence and life energy of the Peace Corps.

From a practical perspective, the Peace Corps staff and staff supports such SHOP travelers functions in programming, training, and field support. In short we are primarily a delivery and support structure. The following diagram illustrates the delivery system pipeline.

Peace Corps Pipeline



The main purpose of sending a SHOP traveler overseas is to afford him or her the opportunity to see the end product of the Peace Corps, the volunteer in the field. After the SHOP traveler witnesses the volunteer interacting with the host country population we hope he will become an enthusiastic advocate of the program. I hope all of your trips afforded you with the opportunity to meet and talk with many volunteers and host country people as well as with Peace Corps staff and gave you an idea concerning the types of programs in which we're involved. Since the types of programs that exist in the host countries vary greatly according to the development levels of each country, I hope you will not generalize your experience into an overall perception of Peace Corps but rather as a good view of one program in the country visited.

While I don't want to over-generalize about Peace Corps Programming for the purpose of giving us an overview of the Peace Corps, I feel it would be fair to categorize programs into three main areas. The first and most traditional program being community development. The role of the volunteer in early community development programs was a very unstructured and flexible one in which the volunteers main tasks were to facilitate better communications between different individuals and sectors of the community, to help the community assess their common needs as they perceived them, and to help technically resources mobilize the community to satisfy these needs. For the most part I feel that these volunteers were and are very effective in performing the first two tasks of community development. However many volunteers especially in the early days of the

Peace Corps became very frustrated in accomplishing the final task of technically mobilizing the community for several reasons.

First of all since most of them were liberal arts students their technical expertise was usually very limited. Also since our programming in infancy was still somewhat uncoordinated the technical resources of other volunteers and host country technical resources were often times inaccessible to community development volunteers when they needed them. Finally, in the early days as now we find the success of a community developer is still based more on his personality than technical skill. He is more of an artist than a technologist. He becomes involved with specific projects designed to solve felt needs of the community, but his prime concern is not the individual project but the development of community awareness and the formation of a community organization that can make decisions concerning community priorities and procedures to solve problems. If he is a community developer/organizer, he will enjoy an unorganized setting. In the past we have referred to these types of volunteers as generalist. Buckminster Fuller calls such people comprehensivist. Perhaps his label is more appropriate.

Since the community development personality is rare in an over specialized, instant success oriented society, we have modified the Peace Corps community development programs by making the volunteer's role somewhat more structured and integrated them with host country institutions; and we try to provide at least one technical skill which can serve as a focal point from which a volunteer can anchor his community

development activities. A good example of this kind of programming would be our well digging projects in French West Africa. The assigned function of these volunteers is to help communities dig wells but more importantly the mobilization of the community to solve one of its most basic needs often leads to other projects or at least the formation of an organization which will maintain the wells. These kinds of volunteers have always been the backbone of the Peace Corps and in my opinion always will be due to both their abundant supply and effectiveness at the grass-roots level.

The second type of program you may have seen are technical resource programs. Often times these programs have evolved from community development programs. For example, when I terminated my service, the community I had worked with requested an accountant to work with their cooperative. The community had several types of projects and decided that their real priority was the cooperative. Many of the vocational educator/industrial arts and skilled tradesmen that you help as recruits will be placed in this kind of program. This kind of volunteers should be placed where their technical resources can be tapped by host country schools and communities and fellow volunteers who do not possess them. These programs were designed to fill technical manpower slots.

Finally, some of the more experienced teachers and people with professional backgrounds are placed in technical resource development programs. The programs have as their objective to create manpower resources by placing volunteers in positions where they can train a

number of host country people to fill technical manpower positions through increasing the host country technical manpower pool. These programs operate on the concept of the multiplier effect which reasons that one highly trained professional who is capable of being placed in a teacher training school, etc. is worth several volunteers serving in resource development or community development volunteers. While in theory this concept appears logical it does not take into account the return rate of the host country people being trained to their poverty community. Also there is a multiplier effect in the community development and technical resources program which is more of a grassroots change rather than a vertical. Information and manpower trickle down system which often times never reaches the grassroots poverty level due to the advantage the power elite gains by the careful control of such information and manpower.

However when the newly created manpower is multiplied and properly distributed to poverty communities the impact is very effective. In rare skill areas such as vocational education/industrial arts, agriculture and health this type of programming is limited due to the small volunteer market in these areas.

During the past six or seven years the Peace Corps has replaced many of its U.S. programmers and staff with host country national staff - I think this step was beneficial to our programming from two standpoints. First of all there has traditionally been a disconcerting turnover of Peace Corps overseas staff. In many countries volunteers serve longer

than country director, associate director and often times volunteers are more fluent in the native language and aware of local customs than U.S. staff. The local host country people are much more permanent since they live there and because their longevity is not limited by the five year restriction. Also since they are familiar with the culture and language they are more apt to know what's really going on and hopefully will be able to give programs direction while the U.S. staff parade passes by in review.

Finally the Peace Corps desperately needs senior staff and overseas continuity and a Peace Corps director that is committed to serve at least as long as the volunteers. We have had five Peace Corps directors or acting directors in five years. Volunteers deserve staff continuity and competence and the improved support it will bring.

The feedback that you gave Peace Corps volunteers and staff overseas was extremely beneficial to our programming. Also the contribution of books, supplies, and technical information that you have already given to volunteers and staff is deeply appreciated. We hope that your donations of time and energy to recruitment will even be greater.

In the past one of the weaknesses of the SHOP program has been a lack of planning and coordination between the traveler and the area manager. I strongly suggest that you sit down with your local area managers and plan a schedule of activities that is agreeable to you and to him. We realize your time is limited but would like to utilize the time you can contribute to its fullest.

The recruitment branch of ACTION is responsible for recruiting over 100 skill areas for both domestic and international programs. Because of the wide spectrum of skills that we are searching, it is imperative that the skill request that we receive from programming be realistic in terms of numbers and experience levels of the requested volunteers. I've brought the year's projected request in the skilled trades, vocational education and industrial arts. I would like your honest opinion concerning the possibility of recruiting the numbers and types of volunteers requested. If our goals are not realistic perhaps with your aid we can give the demand end of the delivery system feedback explaining why we often call their request forms "dream sheets". For example, last quarter the field asked for 10% of all bachelor degree agronomists in the U.S.

Now let's talk specifically where you fit into local recruitments. All recruitment offices after looking at their goals become involved in two main activities. First of all we try to identify the skill population which we plan to inform (or market the Peace Corps experience) concerning volunteer opportunities.

You can be of great assistance to us by helping us inform university faculty members, vocational education instructors, etc., and state and local associations and unions through which we can market ACTION. All of these organizations have news letters and are constantly looking for speakers for their meetings. If all of you could write an article that we could distribute to these kinds of organizations, I feel the

impact would be very dramatic. Perhaps the most important selling you can do for us is the informal selling you do at conventions, faculty get-togethers, etc. Keeping us informed about publications, conventions, school and club activities is essential due to the fact that all of us travel so much that is is impossible for us to keep a handle on all the activities at your institutions. Finally, if you make the other members of your faculty aware that you are available to students who may be interested in Peace Corps you will fulfill your real role as a part time institutional recruiter.

The second activity we become involved in is that of counselor. Since most of you are more versed in counseling than the average recruiter you can offer a service to your students that often times a recruiter cannot fulfill. Also the credibility you have with students is something a recruiter, who passes through the university quarterly, simply doesn't have. If you can't handle a question concerning processing the application, etc. or if the applicant wants to talk with a recruiter the close communication links with the local office should come into play. With the new processing system that is being initiated it will be mandatory that the applicant deal directly with a recruiter. So stay in close contact with the area office.

I would like to once again thank all of you for the contributions of time and energy that you have given ACTION and the people we serve.

RECRUITMENT PERSPECTIVE FOR THE MIDWEST REGION

BY

JAMES A. KLATT*

Well, following Velma is like following Santa Claus on Christmas morning, nobody pays a bit of attention to you. I've seen this happen to other people three or four times, and I said I would never follow her -- but here I am. One of the things that wasn't really brought out about Velma is the fact that she is "Miss VISTA" of the World. She was there in the very beginning. As a matter of fact, she helped to place the first group of Volunteers. She has been a continuing force in this agency for a long, long time, and is very knowledgeable of agency problems.

One of the major problems facing our agency is the fantastic turnover in staff personnel. This is partly because staff members have served in Foreign Service appointments, and under such appointments in the Peace Corps, one can only be employed for five years.

Consequently there has been a lack of continuity in some aspects of program planning. ACTION has been an agency for only four and one-half years. For the first three years we operated on a sort of hit and miss system. We were able to determine those things that worked for us. We are now in the process of weeding out those things that don't work.

---

*Mr. Klatt is Service Center Director/ORC (Action), Chicago, Illinois.

Some things we found that did work for us are the intern programs that Velma has helped to coordinate. These intern programs include SHOP Travelers, FARM Travelers and PRO Travelers. Persons in vocational education, agricultural and other professions have been recruited for these program internships.

In the past, SHOP programs management has asked each SHOP traveler to produce ten applications. Often, some area manager would say to me, "I don't see any ten applications coming out of (our) SHOP travelers". Obviously, part of the problems was not just with the SHOP travelers, but with the area managers. There have been several instances where travelers returned from an assignment and the area manager never sat down and talked with them on matters of recruiting, particularly as to how they fit into the local recruiting efforts. We are attempting new recruiting techniques in my region. The midwest has been a kind of test region for many of our new ideas. We have done, what I consider to be, some very exciting things with our intern program. Art mentioned the concept of marketing as one of the major techniques for finding the kind of people we need in volunteer positions overseas, this is very important.

To give the SHOP program and other programs more visibility in the Midwest we have utilized local radio and television station personalities as travelers. When they return from their assignment, they allot a considerable amount of free air time for the purpose of selling our programs. For example, in our FARM program, Rich Hall, who was with a television station in Green Bay was sent to the Phillipines. When he

returned, he presented a thirty minute television program on the Phillipines and his travel experiences. The program was seen over the Oran Network by farm editors around the country. The program has been used repeatedly as a recruiting instrument in our Agricultural recruitment campaign. On another occasion we assigned Bob Miller of television station WLW, Cincinnati, to South America and Ecuador. Bob prepared a similar television program when he returned.

Program promotion increased visibility and the generation of more applications, with responses, have been some of our main concerns. Since 1971 we have been producing more than 50,000 pieces of correspondance per year. I might add that a significant amount of the paper work dealt with legislative lobbying matters. The agency had been told that if we were to send Congress information about our programs, and show members of Congress that there is a great deal of interest in what we are trying to do, by telling them of the number applicants we have received, perhaps Congress would consider appropriating us some additional funds. Well, the money did't come; nevertheless, we kept generating 63,000 applications. The exercise cost us more money in the long run. As previously stated, we didn't get any more money from Congress. In addition, we had several thousands of people angry with us for not being selected. Something good did happen - - more people heard about us and our programs.

Another major problem that we have had to deal with is inaccurate program information. Two years ago I visited Liberia to review some ongoing projects. While there, I met an industrial arts teacher, a gentleman who

was about 60 years old. He had been in industrial arts for a number of years. He went to Liberia on the promise that he was going to be working as a school teacher in industrial arts. In fact, what he was doing was building goat pens. He was really frustrated. We had a reception one evening in one of the schools, and he spent two hours asking me questions about where else could he be placed and work in industrial arts. This is an example of the kind of problems we must deal with when we receive program request. We may ask you to help us find 35 industrial arts or vocational education teachers for a specific project, and many times we know that the request is not completely valid. The recruiters themselves find this out in a very short time. This is a problem that we have not been able to resolve, but we are working on it.

Art made some very interesting comments about some of the agency problems. The new Peace Corps director has said that we want to see a reverse in the kind of problems that I have mentioned. He recently called me and asked that I please express the fact that we want to change the programming procedures overseas to make it easier to find the kinds of people needed, and who will stay and carry out their assignment. This probably is not going to happen instantly mainly because of built-in inertia within the Peace Corps overseas. Nevertheless we are trying to move in the direction of improving our programming procedures.

In the Midwest we are attempting to deal with the problems that have significant affect on the agency and our programs. We have found some solutions - - - we are looking for others.

JAMAICA

by

RICHARD DIEFFENDERFER*

The two-week in-country visitation, January 1975, provided the opportunity to meet with Peace Corps volunteers at the Peace Corps/Jamaica office, observe Peace Corps Trainees in their training sessions, visit Peace Corps Volunteers on their job sites, discuss problems with Peace Corps Volunteers at program component meetings, and meet with Volunteers at athletic and social events.

The "energy crisis" Jamaican style hit during the SHOP program visit and did curtail the amount of travel possible to vocational school sites on the island.

The SHOP program schedule provided extensive opportunity to discuss the problems, progress, and potential of the Peace Corps/Jamaica programs. The staff was exceedingly helpful and most open in discussions concerning the Peace Corps efforts in Jamaica.

As a part of the SHOP program itinerary opportunity was provided to visit with Jamaican ministry level personnel to discuss existing and proposed new ways to utilize Peace Corps Volunteers. Additional contacts were made with Jamaican school personnel, teachers, students, and teacher trainers during visits to Peace Corps Volunteer job sites,

*Dr. Dieffenderfer is a Research Specialist for The Center for Vocational Education, The Ohio State University, Columbus, Ohio.

and the Peace Corps/Jamaica in-country training facility.

Program Development Opportunities

The implementation of a policy, of what might be called a strategic recruitment of Peace Corps Volunteers for Jamaica in selected vocational education specialties, could provide the opportunity to develop a variety of additional educational services to meet some very real program needs. The problem areas identified during the SHOP program visit include:

1. The need for Peace Corps Volunteers to develop exemplary or demonstration shops to present models of shop planning, organization, and shop management for each of the vocational education service areas and industrial arts.
2. Another appropriate addition to the vocational education program focuses on the need to provide students occupational work experience during their training through programs developed by Peace Corps Volunteer (PCV) cooperative work experience coordinators.
3. The concerns for more effective placement of students in specific training programs and the follow-up of vocational program graduates could be met programmatically through efforts designed and established by PCV vocational guidance personnel.
4. The area of curriculum development and instructional materials development represents an additional area that could utilize Peace Corps Volunteer specialists.

The stage of development of vocational education and industrial arts programs in Jamaica presents endless opportunities to make major contributions to the educational system through the recruitment and placement of vocational education specialists there.

Focus on Recruitment Strategy

The printed recruitment materials available are targeted at skill trades persons on the job and to a second group of persons in general vocational and industrial arts education. In attempting to use Peace Corps/Washington prepared recruitment materials for vocational educators one must be aware that there are serious limitations in using these materials to attract the attention of vocational education degreed personnel. The initial problem lies in the use of descriptive job classifications and titles based on Peace Corps/Washington or the host country which has no meaning to the field of vocational education in the United States. This misuse of terminology by-passes a great variety of vocational education staff categories that could be effectively recruited and utilized in Peace Corps educational programs.

The strong identification of vocational educators with their service area or professional groups make them logical areas through which to focus recruitment contacts in the various journals, associations, and conferences and meetings. The basic breakout for vocational education field are often identified according to seven basic service areas; these include:

1. Agricultural education
2. Business and Office education

3. Distributive education
4. Health Occupations education
5. Home Economics education
6. Technical education
7. Trade and Industrial education

In addition to these occupationally oriented service areas, there are a variety of other professional categories that are critical to the development and support of comprehensive vocational education programs. It is suggested that these types of positions be the focus of Peace Corps recruitment efforts also. Such special categories of vocational educators include:

1. Vocational guidance personnel
2. Manpower program development specialists
3. Vocational teacher educators
4. Curriculum materials development specialists
5. Cooperative work experience coordinators
6. Related subjects instructors
7. Vocational program developers and planners
8. Vocational program directors and administrators
9. Vocational rehabilitation specialist
10. Special needs and disadvantaged specialists

In high demand areas such as vocational education and industrial arts there is a need to target more specifically the recruitment efforts to the particular characteristics of the field. This perspective should be kept in mind for the future redesign of recruitment materials.

Program Development Information

The orientation to the developmental needs of vocational education programs in Jamaica was limited due to the lack of program historical data and projections of future needs. This does appear to be a general problem in Peace Corps countries. From the perspective of the SHOP program staff the access to such information is necessary to an understanding, and in turn describing and interpreting the Peace Corps program for recruiting purposes stateside. A suggested format for an information sheet that may be used in future SHOP programs to provide appropriate background information to visiting SHOP program staff is shown in the following chart. This type of information would also be useful to Peace Corps in-country staff in program planning and in justifying the need for Volunteers in specific vocational programs.

Utilizing SHOP Program Staff

It is evident that SHOP program staff can make a broader contribution to Peace Corps programs beyond their short in-country visit and the promotion of recruitment activities. The special skills of the SHOP traveler could be used in:

1. developing training program ideas,
2. suggestions for program planning,
3. studying manpower training needs,
4. searching for training materials,
5. assisting in Volunteer field support.

Peace Corps/Jamaica Vocational Education Program Development Needs

Vocational Education SHOP Program
The Center for Vocational and Technical Education
The Ohio State University

Program Area (Service Area or Occupational Speciality)	Past P.C.V. Utilization in this Area	Present P.C.V. Utilization in this Area	Immediate Expansion/Replacement Needs in this Area		Projected P.C.V. Utilization in this Area	
			Next 12 Months (Sept.'74-Aug.'75)	Following 12 Months (Sept.'75-Aug.'76)	Next 3-5 Years (Sept.'76-Aug.'78)	Next 5-10 ('78-84)
		New Positions:				
		Replacements:				
		New Positions:				
		Replacements:				
		New Positions:				
		Replacements:				
		New Positions:				
		Replacements:				
		New Positions:				
		Replacements:				
		New Positions:				
		Replacements:				
		New Positions:				
		Replacements:				

The in-country Peace Corps staff should not be expected to be experts on all aspects of training program development for numerous technical fields. Follow-up contacts to former SHOP programs staff can be used to stimulate cooperative efforts to provide additional services to the staff and Volunteers in the field.

An effort needs to be made by Peace Corps/Washington and the in-country staff to seek ways to better utilize the time, skills, and interest of the SHOP traveler to the benefit of Volunteers in the field. There are several general questions to which the SHOP program staff can contribute their ideas and recommendations to aid Peace Corps vocational education efforts and future SHOP travelers. These topics include:

1. What should I expect?

   Purpose: To fully orient/prepare the SHOP traveler -

   a. Ideas for SHOP traveler briefing/debriefings
   b. Recommendations for briefing/debriefing SHOP travelers

2. What do I do there?

   Purpose: To make best use of SHOP traveler talents -

   a. Ideas for SHOP traveler activities in-country
   b. Recommendations on how to best use SHOP travelers

3. How do I do recruitment?

   Purpose: To meet recruitment objectives -

   a. Ideas to assist/stimulate SHOP related recruitment
   b. Recommendations for effective recruitment

4. What else can I do to help?

   Purpose: To increase PCV effectiveness/reduce terminations -

   a. Ideas for providing services to Volunteers in the field

   b. Recommendations for needed support services

The various kinds of suggestions and recommendations that are appropriate may vary depending on the size of the country and its level of economic and technological development.

Meeting individually and as groups the experiences of the SHOP travelers can be drawn on to answer these questions. Having shared in the excitment of the Peace Corps experience the SHOP traveler can be counted on to support the SHOP program and lend a hand to the vocational education Peace Corps Volunteers in the field.

MALAYSIA/MICRONESIA - INTERN PROGRAMS

BY

KEITH E. GUMMERE*

Technically, I was not a SHOP traveler, although, I have made trips to Malaysia and Iran which incorporated many of the aspects of a SHOP tour - (such as Peace Corps STAFF consultation, ministry consultation, site visitation and evaluation, volunteer discussions, general familiarization.) The first of these was in July of 1965 to Malaysia and the last in July of 1974 was, also to Malaysia. I have also, made trips to Iran and Ponape in Micronesia.

I. Observations about Educational System

For countries with relatively recent independent status, the projection of a national identity abroad and the development of a national unity and pride internally is a very complex process. These goals are often found to be in competition with each other for the resources of the country--particularly the financial resources. They may, also, be the source of competition for manpower as national priorities are set and status symbols are established---deliberately or as a by product.

Changes in the Educational System are caught in this possible cross-fire and are furthered, tempered, inhibited, or even blocked by:

a. the educational heritage---which most present leaders experienced and favor;

b. government budget and the balance of payments problems;

---

*Dr. Gummer is a Professor of Industrial Studies, California State University, Los Angeles, California.

c. public attitude toward success- (doctor, engineer, scientist);

d. Cultural-religious attitudes;

e. racial separations;

f. national language issues; and

g. influence of experts working with various assistance programs, such as World Bank, ICO, Ford Foundation, etc.

Generally it can be stated that changes have been made in direction of more universal and accessible education, and more practical education through expansion of public education and the special training facilities of quasi govermental agencies such as MARA in Malaysia, and various programs in the Ministry of Labor or Public Works. As is true in many developing countries, the top leadership positions are held by competent administrators who are knowledgeable in traditional education and who are interested in and aware of needs to move beyond the traditional curriculum. Most have attended several international conferences on such topics as manpower development, vocational education, education for rural pouplation, educational implications of industrialization, etc. Some of these educational and governmental leaders may, in fact, be more informed and have a broader perspective than the assistance personnel which various governments have sent to their country. Some of these officials have had concepts presented which interest--even excite them. However, the implementation of these concepts requires supportive personnel (whose duties may vary from planning, evaluation and other central agency activities to class-room teaching) that are usually not found within the Country---at least in the numbers required to mount an effective program.

At this point assistance may be sought from other governments or world organizations. If this assistance is received, full utilization often depends upon the cooperation, understanding and support of bureaucrats (educational and other) who are to begin with, threatened by this intrusion into their comfortable position and do not share the insights, perspective and enthusiasm of those making the decision. This may result in deliberate delaying tactics (such as failing to submit orders for supplies or equipment), being afraid to make decisions, or outright opposition to any form of cooperation.

This effects the volunteer most commonly at the local school level where his presence is not understood, unexpected, unwanted, unneeded, etc. The vision and goals held at the Ministry level may not be supported, shared or understood by the Chief Administrative officer of the school, training facility or agency who often is a key person in determining the volunteers success and satisfaction. For example, Head Masters may see a volunteer as:

a. an additional and needed teacher with unique contributions to make;

b. a prestige symbol for his school;

c. a personal threat;

d. an additional burden in the form of a person with limited language ability who may need help with housing, who may need a special schedule, etc.; and

e. an un-needed teacher but one he can get cheap, thus saving some money for his school. The presence of the Peace Corps Volunteer

(PCV) may, also, strengthen the Head Master's additional equipment, buildings, or a budget increase for supplies.

Parallels for these reactions may be found in other governmental programs in public works, apprenticeship schools, etc.

Most developing countries sho are expanding or modifying their educational training programs have the cooperation and support of one or more countries or agencies in this process. They may get demographic and/or feasibility information from one expert or team, educational objectives and curricular advice from another, planning of physical facilities from a third, equipment and supplies locally and abroad and instructional personnel from still other sources. The coordination of these activities is difficult and further complicated by delivery schedules, price raises, political relationships, etc. It is therefore entirely possible, even probable, that equipment and supplies may be available before a teacher; or a volunteer teacher may arrive at the site before completion of the facility or arrival of equipment. While these are predictable possibilities, they are not predictable with the preciseness necessary to avoid some embarrassment when volunteers are often requested and in-country commitments made 12 to 18 months before they arrive at their site. A lot can happen in that period of time.

The focus of programs in what is loosely called Vocational Education may be on the objectives of industrial arts as we know them or it may be on employment skills. Several countries are faced with a high percentage of youth who have more education than their parents and as a result have had their aspirations raised to an unrealistic level. It is not uncommon

for countries to have 40% or more of their population under the age of 21. Malaysia in 1969 had 40% under the age of 15.

This, along with the urge to develop industry, has given considerable emphasis to the development of skills which will have marketable value. Most of the programs we have worked with in the Intern Program have as their primary objective this attainment of what we often refer to as job entry level skills. The employment may be envisioned as a part of industrial development directly or it may be in supportive areas such as a village mechanic, welder, or electrician. This latter emphasis is consistent with the cultural patterns where the maintenance of association with the immediate family is important as well as to stem the tide of migration to the cities where limited employment and severe social problems are often destructive.

II. Problems encountered with Government and/or Educational System while traveling in Countries.

The main problems have had to do with:

a. demands my presence placed on local staff;

b. language barriers;

c. informing government officials of the reason for my visit (especially when some one else from Peace Corps had taken their time, only a short time before);

d. scheduling time with the appropriate number, cross section and quality of Peace Corps Volunteers;

e. visiting actual potential postings rather than examples ("this is a typical site"); and

f. getting copies of equipment l-sts, syllabi, examinations, etc. (usually this was offered but often not up-to-date).

Government officials were always very hospitable and gracious. It was difficult at times to determine the accuracy and availability of information which was discussed. This was, on one occasion, vital data which was essential to determining the training of the volunteer input, the number of which could be effectively utilized and the precise level of skill needed by the volunteers. As it turned out, the information was only approximate, the government official had not been to the sites being discussed and was being given inaccurate progress reports by his assistants. This problem, also, reflected on the effectiveness of the programming by the Peace Corps Staff,in the country.

Which brings up another problem

Few Peace Corps staffs include expertise in Vocational Education (used here to cover all areas) and yet, many developing countries are requesting some form of on-the-job or calss room assistance in technical training programs. Evaluating site/program potential, writing the complete job description for the volunteer assignment and specifying appropriate skill codes is a difficult task at any time----it is particularly difficult where one has limited knowledge or expertise and in a area where an advisor may be supplying information to host country officials that is based on the system, terminology, training background, etc., of a third country. SHOP trips can temper and perhaps even correct this area of haziness. However, the SHOP traveler, also, is limited to making some quick snap judgements based on what can be seen, heard, read, smelt,

and felt. Hopefully, the judgements are helpful to in-country staff and reasonably accurate. The copies of trade tests, syllabi, other official publications and pictures are the most helpful material which can be gathered.

III. RECRUITMENT

More effective programming for/and utilization of wives will improve the number of highly qualified Vocational Education teachers and skilled tradesmen which will be available. Little has been done during in-country training to assist the Non-Matrix Spouse with adaptation of her background to the potential activiites available. This may complicate training, and have local political/economic implications which need to be cleared (such as taking jobs away from local women) but the potential is well worth the effort.

Further support by Peace Corps Workers for 'leaves of absence' for people in trade unions, and teaching positions is needed. This support needs to be developed at the national level and encouraged as an agency policy which has the support of other organizations at the National level (IBEW, NEA, NAM, AFL-CIO, etc.) and is publicized as such. Arrangements are possible at the local level but it would be sonsiderably easier if there was precedent which supported the absence of two years with recommendations that were substantive (local, national, international dues, seniority, retirement benefits).

PEACE CORPS needs to be a little more aggressive-----the low key profile means, in many cases, the sound is not being heard. The use of SHOP Travelers in recruiting efforts can be a major factor in bringing about the kind of aggressiveness that is needed.

The Need for Peace Corps Volunteers in the Vocational-Technical Education Schools in Kenya

by

Aaron J. Miller*

To understand the need for Peace Corps volunteers in Kenya, one must understand something about the country, its culture and its educational system. If one looks at the educational systems of developing nations, it is easy to understand why the problems are so complex. In well developed nations, the primary purpose of the schools to transmit the culture to the next generation with some emphasis on changing the culture (that is teaching what ought to be rather than what is). In a new and developing nation, the schools have the problem of changing the culture as well as transmitting fundamental values and skills worthy of retention.

Kenya lies on the Equator on the east coast of Africa. It is approximately 225,000 square miles in size--approximately the same as Texas. Its population is approximately 12,000,000 people; roughly the population of Ohio. In Kenya there are some 40 different tribes representing four major linguistic families. However out in the country, some 50 to 60 different dialects are spoken. The official languages of Kenya are English and Swahili, with English being taught in the schools.

Two-thirds of Kenya spralls as desert wilderness covered with thorn-bush scrub or as a humid coastal strip. The remaining third of Kenya is on a high plateau which holds some of Africa's most fertile soil. Most all of the economic and agricultural activity is centered in the southern two-fifths of

*Dr. Miller is Professor and Chairman of the Academic Faculty for Vocational - Technical Education, The Ohio State University, Columbus, Ohio.

the country where approximately 85 percent of the population resides.

From the turn of the century until 1963, Kenya was a protectorate of England. In 1963, after some 10 to 15 years of native guerrilla warfare (the Mau Mau uprisings), Kenya was granted her independence. Since that time, the nation has made heroic strides toward development under the direction of President Jomo Kenyata.

The capital of Kenya--and for that matter East Africa--is Nairobi with a population of 630,000 inhabitants. Nairobi is a modern, up-to-date city with excellent hotels and skyscrappers, and contains the East African headquarters offices for many large foreign businesses and corporations. However, when one moves out of Nairobi in any direction, one sees that the majority of Kenyans struggle to survive at a subsistence level in an environment of ignorance and poverty. However, again let me emphasize that Kenya is making heroic efforts to step into the 20th century and; in the judgment of many, is the leader in all of East Africa and perhaps all of central Africa.

Ministries Responsible for Education

As in most countries, including the United States, there is a great deal of overlap within the federal government regarding the responsibility for education. Most of the formal education in elementary and secondary schools is under the direction of the Ministry of Education. Also, it is responsible for formal post-secondary vocational-technical education offered at the two polytechnics located in the cities of Nairobi and Mombasa, as well as higher education offered at the University of Nairobi.

The Ministry of Labor is responsible for the Directorate of Industrial Training (D.I.T.) which coordinates apprenticeship training and industry-education cooperative training programs.

The Ministry of Agriculture is responsible for an agricultural college, an institute of agricultural technology and a number of specialized agricultural training centers.

The Ministry of Power and Communications is responsible for training and examinations in Marine Engineering, and the Ministry of Housing and Social Services is responsible for village polytechnics.

As you can see, there is the potential for overlap in the government's responsibility for education. This leads to considerable difficulty in the coordination of educational programs in Kenya.

The Ministry of Education

While the Ministry of Education is complex in its number of offices and administrators, for purposes of simplification it may be separated into two major administrative divisions. One division is responsible for the administration, planning and the direction of most secondary and post-secondary education. The second division, The Division of the Inspectorate, is responsible for both fiscal and program audit of the schools to make sure they meet national specifications and guidelines for quality.

Educational Alternatives

In 1974 the government of Kenya initiated a policy of free primary education from Standard 1 through 4 (grades 1 through 4). The effect was a dramatic increase in enrollments. Today, approximately 150,000 youngsters a year complete their primary education at Standard 7 (grade 7)

and receive their certificate of primary education (CPE). These certificate of primary education (CPE) holders have two options for further education. These are (1) to continue in the formal education sequence in either a secondary academic school or secondary technical school, or (2) attempt to enter some private proprietary school or training institution. A few of the most fortunate CPE holders are able to find jobs in business or industry. The balance must be absorbed in agricultural, day labor or self-employment--or unemployment.

Approximately 30 percent of the youngsters finishing their CPE at grade 7 will be fortunate enough to obtain a place in a secondary school. Their admission will be based upon their scores on the CPE test. Those finishing the academic secondary school or the technical secondary school will compete (based upon their examination grade) for the limited number of admissions in the academic Form 5 and 6 schools. Graduation from Form 5 and 6 school may lead to the University of Nairobi, the post-secondary polytechnic, or a cooperative apprenticeship program sponsored by the Director of Industrial Training, within the Ministry of Labor.

Another educational alternative will be admission to a Harambee institute of technology. These are post-secondary technical schools that are privately operated by a political district or community.

To give you an idea of the academic mortality rate within the educational process, approximately 15 percent of those entering the Form 1 primary class will be admitted to a secondary school. Approximately 15 percent of those entering a secondary school will be selected to continue on a post-secondary institution.

Secondary Schools

There are two types of secondary schools in Kenya; the academic schools and the technical schools. In the category of academic schools, there are approximately 363 maintained schools; that is, they are completely funded by the government. This includes three academic-technical high schools. The academic-technical high schools offer the normal range of academic subjects (i.e., English, mathematics, physics, chemistry, geography, history) plus a choice of two technical subjects--some form of technical drawing and some course related to building technology. The time distribution between academic and technical studies is approximately 3 to 1. The best possible description of this type of school is "academic with a technical bias."

Assisted schools (approximately 17) are schools in which the government pays 50 percent of salaries and other recurrent costs and capital development.

The approximately 522 unaided schools include both Harambee and private schools. The government provides no funds for these schools.

Technical Schools

At the present time in Kenya there are 9 maintained technical schools, one assisted technical school, and two unaided Harambee technical schools. These schools are designed to provide manpower for both craft apprenticeship and technician programs. The academic curriculum includes English, mathematics, technical science, and geography. The technical curriculum is either basic engineering or basic building trades. The time distribution between academic and technical subjects is approximately 50-50. The best

description of this type school is that of providing a technical education with a strong academic core of basic subjects.

Secondary School Technical Curricula

At Form 1 and 2 (grades 8 and 9) the student will take what we would consider industrial arts courses in metal work and woodwork. Based upon their performance and interest, they will select either the mechanical sequence or construction sequence before entering Form 3 (grade 10). At Form 3, they will select a specific area of study within either mechanical or construction and in Form 4 (grade 11) will specialize in that particular technical subject area.

Secondary technical schools don't see themselves as producers of employable workers with entry level employment skills. Rather, they expect their graduates to continue their formal training. Therefore, there is no responsibility accepted or effort made by the secondary schools to place their graduates into jobs. The fact is however, that most of the graduates do not go on to some higher level of education and are released into a labor market that has little promise for them.

To give you an idea of secondary school enrollments, the following data may be examined.

Visiting the Technical Schools

An impressive but unplanned expansion of vocational-technical education has proceded in Kenya at the expense of some more fundamental educational issues. Some of these issues that seem peripheral in the Kenyan educational process include the relevance of the education content, quality of education, and the relationship of the vocational-technical training to specific labor market needs.

SECONDARY SCHOOL ENROLLMENTS

	Maintained	Assisted	Unaided	Total
Form I	24123	1685	32885	58693
Form IV	18752	1469	7873	28094
Form V	2869	466	261	3596
Form IV	2787	497	299	3581

ACADEMIC SCHOOLS

(1973 FIGURES)

SECONDARY SCHOOL ENROLLMENTS

	Maintained	Assisted	Unaided	Total
Form I	1062	40	40	1142
Form II	1021	40	40	1101
Form III	865	40	40	945
Form IV	702	42	37	781

TECHNICAL SCHOOLS

(1975 FIGURES)

Colonial academic education with its elitist attitudes have been perpetuated in the older schools and are closely being imitiated in the newly developed secondary schools--both academic and technical. In the technical schools, there seems to be greater concern for the students passing and making high scores on qualifying exams rather than relating the training to actual labor market demands and needs. For example, the primary concern of the secondary school student must concentrate on making a high score on the East Africa Certificate of Education of examination (EACE) and/or the technical examination approved by the East African Examination Council (EAEC). In most cases the EAEC examination is an exact duplicate of the London City and Guilds examination for that respective trade area.

All curriculum materials and syllabi come from the Ministry of Education. Individual schools do not have any option or latitude in developing or implementing their own curriculum. The curriculum must be aimed toward the content of the appropriate competency examination.

While visiting with the officials in the Ministry of Education, I asked about the use of advisory committees for constructing technical courses syllabi. They indicated that advisory committees were frequently used for both developing course syllabi and evaluating training programs. However, after looking at the roster of advisory committee members, it was clear that most all of the committee members were educators, employees of the Ministry of Education, or politicians. Attendance records indicated that the one or two employers on each general advisory committee never attended a meeting.

THE NEED FOR VOLUNTEERS

All schools visited expressed an interest in Peace Corps' volunteer teachers. In the maintained technical schools, the headmasters indicated they desperately needed technical teachers. However, after talking with them at some length it was clear that they needed well qualified industrial arts teachers for Forms 1 and 2. These teachers would not necessarily need work experience but would need to be the kind of practical minded persons that could set-up a new shop while building and fabricating much of the shop from odds and ends. The one thing that the Kenya trained teachers seem to lack is the ability to innovate and do practical mechanical or techanical tasks about the shop or laboratory. At Forms 3 and 4, trade teachers with some experience are needed. However, in my judgment they do not have to meet the same kind of 3 to 7 industrial experience requirements that teachers need in the United States.

In the Harambee Institutes of Technology lie the greatest need. These institutions receive no federal support. They must "make it on their own." Technical teachers in the Harambee technical schools must be more qualified than teachers in the Form 1-4 technical schools. The Harambee schools are post-secondary; consequently, only the most capable graduates from the secondary technical schools are admitted to the Harambee technical schools and colleges. Here, the technical teacher needs to have two to four years of actual work experience as a tradesman or technician in the field that he or she teaches.

electricity is provided by local diesel generator and may be turned on only three or four hours in the evening.

In recent years, the Harambee movement in Kenya has resulted in numerous "self-help" projects such as secondary schools, nursing schools, hospitals, health centers, roads, etc. Since 1971 it has focused on the establishment of institutes of technology, designed to produce craftsmen and technicians. At the present time, 13 institutes have been proposed; however, only one is in operation, with two more scheduled to open in 1976.

The initiative to establish these institutes have been taken by non-politicians of high social status in the community (civil servants, university professors, managers of big firms, etc.). The primary purpose of the institution is vocational-technical and not academic. A board of governors is selected by the community and the community proceeds to raise money through gifts, pledges, donations, etc. In addition, some Harambee institutes have received substantial assistance from foreign governments. The cost of construction for these institutes may vary from 3 to 5 million American dollars.

All of the institutes are proposed to be boarding institutes, receiving no assistance from the Federal government. Operating costs musts be generated through institutional projects, grants, and student fees.

At present it costs approximately 8,000 Kenyan Shillings per year, per student to operate a Harambee program. This is an increase of 2,000 shillings over last year (because of inflation).

Personal Impressions of Schools

One can best understand the educational system by visiting the personnel, school settings, and areas in which technical teachers (and Peace Corps volunteers) teach in Kenya. I was privileged to do make such a visit.

When one visits a technical high school he is generally impressed with the headmaster who is a dedicated professional educator. His background is usually in general education, and he looks forward to visits from representatives of the Ministry of Education. These representatives can help the headmaster with his planning and budgeting. One of the most serious problems faced by the headmaster is how to cope with incredible inflation with a fixed annual school budget.

All of the technical high schools are residence schools with appropriate dormitory accommodations. Students may be assigned to any high school in the country that can accommodate them. Hence any given student body may come from all over Kenya.

Staff Housing

Because schools are residence schools, housing is provided for the instructional staff (which includes Peace Corps' volunteers).

Staff housing is assigned based upon a person's rank at the school. Obviously, the headmaster has the largest house--generally a three or four bedroom house. Most instructors have two or three bedroom houses. They are not elegant but they are adequate, have indoor plumbing and the general conveniences that one would expect. Most household appliances (stove and refrigerator) operate on bottled gas. In the remote areas,

Characteristics Needed

To successfully provide the kinds of services that Kenya needs in her technical schools, volunteer teachers must have certain characteristics. First of all, they must be technically competent as well as able to teach under conditions where they need to innovate and fabricate many of the things that they need for teaching. There are no technical schools or institutes (with the possible exception of the Polytechnics) where the shops are well designed with an abundance of equipment and supplies which match those called for by the syllabus.

Secondly, the teacher must have a high tolerance for ambivalence. In Kenya, the teacher teaches the content of the syllabus. The syllabus is directed toward the highly structured competency examination. The teacher is not free to emphasize areas of his or her personal interest as teachers may do in the United States.

Third and probably most important, Kenya needs volunteers who want to come to "teach the people" not come to "learn about the people." It appeared to me that there were far too many volunteer teachers who went to Kenya to just make the trip to a foreign country and observe the strange people and view the African wildlife. Their commitment to teaching was merely a means to achieve personal end. It is clear to me that one can learn what one needs to know about the new culture in three or four months. If there is no commitment to teaching beyond that time, the volunteer will simply be unable to cope with the teaching situation and wish to return home.

The challenges in Kenya are great. I am confident that competent and dedicated volunteers can be found to bridge the cultural gap and provide the teaching services essential for this young and vigorous nation. I hope that through our collective efforts we can help achieve this end.

IRAN/MOROCCO

by

William S. Reynolds*

The SHOP trip to Iran was well organized and provided a first-hand opportunity to visit several of the rural vocational schools where Peace Corps volunteers were located. The tour was conducted by the Peace Corps Vocational Education Coordinator and his counterpart from the Ministry of Education during two weeks in January of 1974. In addition to the rural vocational schools, we visited two city technical schools.

The acculturation of the volunteers was impressive. They had learned to live and work in a strange land in a manner which reflects credit upon themselves and their country. It was evident that they were making some real contributions to their schools' vocational programs and learning a lot about the people and the land at the same time. Most seemed to enjoy the experience and all agreed that they had learned a great deal.

During the fall of 1974 I had a second opportunity to work with Peace Corps. They invited me to develop and implement a training program for Peace Corps Morocco vocational teacher volunteers. In preparation for this assignment I visited the vocational schools where the present volunteer group was located as well as those schools that would be receiving the next volunteers. Following this experience, I wrote a training manual and taught the vocational teacher education program.

---

*Dr. Reynolds is Director of the Vocational-Technical Division, State University College at Buffalo, Buffalo, New York.

These experiences, in Iran and Morocco, provided me with some understanding of the challenges faced by volunteers in teaching vocational programs in developing nations. Their need for a unique kind of teacher preparation was clearly apparent.

Reflecting on these challenges and needs, I would like to offer some suggestions for recruiting skilled technical and trade people in the United States to meet the growing demand in Peace Corps countries.

1. TV Talk Shows - Under the guidance of Chuck Murray of the Peace Corps Northeast Office, we did four half-hour talk shows on consecutive days at WBEN in Buffalo. The programs involved the show host, Peace Corps representative, Dr. Fred Chapman, as industrial arts professor who ran a vocational training program in Iran, and myself. The shows were informal and unrehearsed. The topics ranged over the broad areas of recruitment needs, challenges of working and living in developing nations, unique Peace Corp experiences, Peace Corp philosophy and entrance requirements. Candidates interested in the potential of becoming volunteers were invited to attend the last talk show and were involved in "audience participation" with the show panel.

   The talk shows were held during a week-long recruiting effort which also involved radio and press. Interviews were conducted at a centrally located hotel and a final wrap-up at the end of the week brought all the applicants together to see the Peace Corps film and hear the story from returnees and those of us who had been on the talk show. Reports were that this was the most

productive recruitment effort ever held in Buffalo.

2. Professional Presentation - I made presentations to college seniors with majors in industrial arts at two colleges. In addition, a presentation was made to vocational teachers in the teacher education program at Buffalo State College.

3. Recruitment Advisory Council - An ad hoc advisory council was established to assist the new Peace Corps area recruiter in exploring potential resources and methods for recruiting skilled persons in Western New York. This committee identified a variety of audiences to which recruitment efforts should be directed and also specific organizations which could be contacted to provide appropriate assistance.

Tunisia - Agriculture

by

John L. Parsons*

I am happy to be able to share some of the experience that we have had in the College of Agriculture here at Ohio State in our Cooperative Programs with the Peace Corps.

Let me say as a way of introduction, one of the educational objectives of our College of Agriculture here at OSU, in addition to providing a basic education for our students, is the preparation of these students for occupations in their fields of Agriculture, Home Economics and Natural Resources. Because of the increasing role that American Agriculture is playing in foreign trade and business, the administration and the faculty of our College believe that all of our students should have an awareness of international agriculture instilled in them before they graduate and go on to the job market. We feel that we can instill an awareness of internationalism into our Ag students by faculty who have had international experience, who have been involved with technical assistance, or University development programs. A large proportion of our faculty in the College have lived abroad for periods of time from a few months to several years. This influences the way that we teach and in moving toward this objective of instilling an international awareness into our students.

We have had many programs of an international scope in our College,

---

* Dr. Parsons is a Professor of Agronomy at the Ohio State University, Columbus, Ohio.

both of an educational type and, as indicated, the technical assistance. We have had literally hundreds of foreign students in our midst that have been programmed into the College primarily at the graduate level. We have programs involving students in study abroad. We have in our College an international agriculture club involving a very intensely interested and active core of students.

The Peace Corps Program that I want to talk about, for the 5 or 6 years that we have been involved, has been a valuable complement to our existing international programs--the University development program particularly. It helped us to provice our student with an opportunity for educational and professionally rewarding experience in the international field. We're not unique among colleges of agriculture, in that we have an office of international affairs as we call it, organized as part of the Dean's office. This means that these programs are coordinated at the highest level within our College and it gives status and stature to those programs. It says, and our Dean doesn't hesitate to support it, that these programs are important at the highest level. So, we're able to get the attention of faculty and students. While I was introduced to you as a member of the Agronomy Department, I have formally been associated with the international affairs office within our College. That office is headed at the Assistant Dean's level and I am sure that most of you know of or know personally Dr. Mervin G. Smith, Assistant Dean for International Affairs and Coordinator of all our international programs.

Our University development programs date back 18 or 20 years, beginning in India, later in Brazil, and then in Africa. Our student programs

gradually evolved as a part of these efforts. Our sister universities in India and Brazil had an interest in us, in our students, and were cooperative. We were able to develop study programs, for example that would enable us to send our student for a period of 6 months to 1 year for study at those respective institutions. This involved, in most cases, the transfer of credits back to Ohio State. We could do that because we knew so well the people at these institutions. As I have indicated, Peace Corps came into the picture with a possibility, as we saw it, for complementing the programs that we already had underway. The opportunity for giving students or graduates at the Bachelor of Science level the opportunity to obtain an international experience that was meaningful to them.

We began our first Intern Program in 1971 and logically we felt that the program should be directed at India and would enable us to send students to India to undertake, as volunteers, typical Peace Corps volunteer projects in areas surrounding those universities such as the Punjab Agriculture University or the Udiapur University in Rajasthan. At those universities the faculty had close associations with OSU and were anxious and willing to cooperate in an opportunity to give the students a Peace Corps experience and to strengthened it by an association with that university where we had assisted in the development.

Four years ago this month I was in India and with the greatest expectations for the program. Shortly following my visit the India-Pakistan War broke out and ended all that. Peace Corps had to change a lot of things in India and certainly they were not about to begin this new intern Program. So, we were faced with making a sudden change and from among various choices

considered, we chose Tunisia. Under that program a half-time graduate student was hired. I want to defend that kind of a contractual arrangement. I felt then, and still feel that the Intern contract gave us the flexibility that enabled us to do on campus, what needs to be done to attract those interested students. In getting them into a meaningful experience as the Peace Corps volunteer. How did we go about attracting student attention? In the Autumn Quarter of the school year we began the most intense activity to find those students who were interested, or thought they had an interest. We mailed letters to all of our seniors, or students who were expecting to graduate in the ensuing twelve months. We put up all kinds of posters. We talked to any student who would listen, student clubs or groups. We had excellent co-operation from our local recruiters like Art Flannigan in supplying us with materials, films, as well as personnel from his office to help us attract the attention of the students. In the fall of the two years in which we had the contract with Tunisia I had the opportunity to travel to the country. I'll show you just a few of the slides which, I'm sure will not convey anything new to you, you've been seeing slides of intern travelers, but I can give you an idea of what our volunteers were doing and why I, as one faculty member involved, get so turned-on and enthused about the whole idea. There were problems with the intern idea or the way it developed, sometimes the contract wasn't out on schedule, but that was not to be a great deterrent. There was one seemingly continuous problem in country. The program technical representative was changed a couple of times. The in-country director changed in the two years that we were associated with the Tunisia program. At least one new desk officer came on during that time.

It put us in the position of constantly getting acquainted with new people, trying to get them to understand us as we felt we should be understood and understanding the functions and the way of our University. During Fall Quarter we hoped to have adequate job descriptions. My visits to Tunisia usually disclosed, or gave evidence of 15 or 20 jobs across a broad spectrum of skills, and I was able to come back and go into the various departments telling them about these opportunites. The job description is key to the recruiting on campus. We wanted to be able to talk to a student about a job that can be considered his. As he develops his understanding, he gets turned onto the whole idea of going to this country. There is actually a job there. We can talk about a place, and maybe even people, the people with whom he can expect to work. This is where things kind of fell apart. First of all, the job projections that I picked up on my visit usually did not materialize as a job description until much later. Usually it was February or March before we saw them, and could hand the student something that was written in respect to this job we had been talking about. The job description didn't actually come through until after Autumn Quarter. Peace Corps tended to urge us to get applications in before the end of the Autumn Quarter. We simply were unable to do that. Usually it is January, at the earliest, that a graduating senior is really beginning to think seriously about job applications. He isn't set, mentally, in Autumn Quarter to start making applications. By January and February they usually are and that's when we need to make our move to get them to actually fill out the application. That's the time we must have the job descriptions. Too often we didn't

have. In Winter Quarter we had a seminar (for credit) for which they could sign up and get three hours of credit. Various types of programs were held, not only on international agriculture, but specifics with regard to the culture, the geography, the farming practices of Tunisia. For example, it seemed we could usually find a return volunteer, maybe not in this part of the country, but we had the funds to bring him to Columbus, we had one of our volunteers from Ohio State visit us at a very appropriate time. This kind of contact could really sell students on the idea, the concept of being a volunteer themselves. We have a considerable resource right on our faculty, people with expertise in almost any field. People who are concerned with agricultural development, with experience in that part of the world.

In February, the Program Training Request visited our campus. His visit was almost a disaster to our program. He announced that the jobs that I had talked about during Autumn and Winter Quarters were no more. The country director, who seems to be quite autonomous in this whole thing, decided that he was not going to enlarge the agriculture program. The job request at that stage turned out to be eight instead of seventeen and they were all in animal science. And, at that point, we had a fairly broad spectrum of skills represented in what we called our intern group and, as I said, this visit was pretty much a disaster for the program. We lost virtually all of them as far as the Peace Corps was concerned. Well, that had to do in part with communication, I am sure, with the country. Let me say first what we did Spring Quarter before dwelling on the disaster of Winter Quarter. We went on with the program because we had funds under

the contract. We were able to contract a teacher to offer French. One year we tried conversational French. The second year we offered a French reading course. Again, we gave them the idea of what it meant to learn a language. These students, having come through their university experience have, I think, a pretty close association with their faculty advisers. Obviously they have had a close association with the university, and with their college. They regard the college fairly highly, they regard the relationship with the faculty that they know. If those faculty persons are knowledgeable of the Peace Corps they can follow that student in his Peace Corps experience. If the student knows this, I believe it helps in a credibility gap that exists where it is lacking. We have numerous example where we were able to supply technical assistance as back stopping to volunteers that we helped in Tunisia and other countries. As I indicated, communication or the lack of it had quite a bit to do with the demise of the program with Tunisia. There were weaknesses on both sides, I am sure. One of our major weaknesses on campus is recruitment. We simply don't know how to recruit. At the same time we did have developed within the last year or two a very close cooperation with Art Flannigan"s office personnel locally who are the experts in recruitment. We were building, I think, a degree of visibility on campus within the Office of the Coordinator for International Affairs. That is the office where they can find out about these things, get questions answered, and learn about opportunities in Peace Corps. The main weakness on the part of the Peace Corps, as I have already indicated, is probably communication with the host country staff. There seemed to be lack of understanding of

agriculture in general. There was little desire in the case of Tunisia to expand their agriculture program which would have been essential if they were to remain associated with a university or an agricultural college the size of ours. We felt in our office that we needed to have a program broad enough to place a significant number of those students who are interested. Well, perhaps I have dwelt too much on the weaknesses of the Peace Corps. We feel one of the strengths was the communication we had with the folks in Washington. Invariably we have had excellent communication there. Not entirely because of the close proximity of things as opposed to the host countries. But given those remarks, criticisms and otherwise, I would conclude by saying that our OSU Intern Program as we experienced it had great potentials that were really never realized. It could have provided and I feel it was beginning to provide a steady and enlarging flow of Ag specialists that were being requested by host countries. It was a mechanism for providing young American agricultural specialists with a challenging professional experience that would add an international dimension to their careers. And that, from our point of view, is what it is all about.

ECUADOR

by

PHILIP H. SMITH*

Thank you very much. I have been sitting here thinking of what I can say that has not already been said. I will try not to repeat what has been stated by the previous speakers.

I'm committed to Peace Corps. As a matter of fact, I'd like to retire in about 3 or 4 years and take on a Peace Corps assignment. My wife can go along with me, she is also a vocational educator. We don't need the "pill". Our six children are all married, so we are ready to go.

Most of you are probably aware of the situation in Ecuador, therefore I will not attempt to go into great detail about the country. When I returned to the United States from Ecuador I spent a lot of time thinking about the people and the conditions of certain parts of this country. I saw poverty, overriding poverty - - corrosive poverty. I had the feeling that in some areas of the country the people were far from the brink of the 20th century as we know it in America. As I looked into the faces of the old as well as the young, I saw little or no hope. I saw people working under the most miserable circumstances. I have been around working people all my life. I have been in many slums of the United States, but I have never seen anything comparable to the way people live in Quito. It is beyond my ability to verbalize what the conditions there are actually like.

* Mr. Smith is Coordinator of Educational Development, Los Angeles Community College District, Los Angeles, California.

Perhaps the most discouraging experience I encountered while in Ecuador was to see the caliber of Peace Corps workers who were assigned there. Before departing for South America I was provided with a brochure about Ecuador. The brochure said that Ecuador was a developing country in need of "skilled" manpower. The country needs carpenters, brick masons, mechanics, machinists, equipment operators, repairmen, maintenance men, and so forth. When I arrived in Ecuador I did not find among the Peace Corps workers the kind of people that I had read about that were needed there. What I found was mostly liberal arts graduates. I did have the good fortune of coming in contact with one young man, Haime Camacha. Haime, in my opinion, is an ideal person for Peace Corps. He is a native Ecuadorian who came from an upper middle class family. He received much of his education in the United States. He married in the U.S., and through Peace Corps he returned to his native land. As a result of his technical education and experiences, I believe that he is soundly capable of contributing meaningful service that is directed toward the needs of his people. With the exception of Haime and a few other young people, I did not find the kind of young people in Ecuador that were able to assist the people in learning to fit into the 20th century. Many of the volunteers lacked the necessary skills in the use of various types of simple machinery and equipment.

I could say more about the people of Ecuador but in view of the time I will limit my presentation and try to stay within the designated schedule. I would like to make two or three additional observations. The young people in Ecuador who have the opportunity to become educated do not accept the

idea of getting a kind of education that will enable them to use their "hands". It's a cultural problems. There, one doesn't go to school with the ultimate goal of "putting their hands on work". I recall on one occasion where I visited a high school in Guayaquil and saw several young men with their coats on. They were not attending that technical school with the intent of graduating and eventually going out to work on a blue collar job. NO! They wanted a white collar job. They wanted something other than real physical work. In that particular school there was no equivalant training that was designed to produce the kind of worker who can, for example, service air conditioning equipment. The young people would prefer learning heat transfer problems. I saw them being taught this in high school. They do not want to take the knowledge that they have gained in heat transfer and apply it to work situations dealing with heat transfer equipment. Related to this condition is the level of math they were being taught. The level of mathematics that they were being exposed to is not taught in our large community colleges. In the Los Angeles Community College District, we do not have such a sophisticated level of math in a single curricular, in any of our trade-technical colleges. Obviously the instruction in heat transfer and math was provided by Peace Corps workers. This observation is not intended to criticize these young volunteers. I feel certain that they were just going along with the system.

Yesterday, in an excellent speech, Velma talked about a commitment to Volunteerism. In the Los Angeles Community College District we deal in big numbers. For example in our district alone, we have 140,000 students.

At Los Angeles Trade-Technical College, where I have been for thirteen years, now has 21,000 students. When I look at the young people that are serving in the Peace Corps in a country like Eduador, and compare them to the young people that I came in contact with in Los Angeles, and then compare these to the young people who are born and raised in Ecuador, I see a tremendous contrast. Los Angeles Trade-Technical College is located adjacent to a ghetto on one side which is mostly Black, and on the other side by mostly Spanish speaking Americans, two communities which are a microcasm of nearly every problem that is peculiar to urban America. Community College commitment to "volunteerism" - NO WAY! We are a long way from this. Volunteerism is completely foreign to many ghetto youths. They came to the Community College to get out of the moraes that their families have been in for as long as they can remember. They want to learn a skill and immediately upon leaving the institution, they want to go to work in that skill. The average age is 26 years of students attending Los Angeles Community College. This age is rapidly increasing. The transition from high school to college is not what it is in Madison, Wisconsin. We are dealing with young adults who have been turned off by the educational process in the high school. The emphasis on the social groups and academic achievement turned many of them off in the third grade. Here is a typical example of the kind of frustrated young people I am talking about. Here is a young man who graduates from high school, and later feels that he doesn't have a function to fill in life, therefore he goes out and finds a job as a gas station attendant. He gets nowhere so he accepts a job elsewhere on an assembly line. That doesn't work out

for him so he gets married and eventually starts a family. His wife finds a part-time job and he says to himself, "I'm not going anywhere, I'm going to go to (the) Community College". He comes to us with a bundle of problems. He depends upon his wife's part-time job in determining whether to remain in school, or it may depend on whether he can keep up the insurance on his car. . . a flat tire, an engine overhaul or other circumstances which may cause him to terminate his training at the institution.

Do you really think that you are going to walk into the kind of environment I have mentioned above and recruit some of those young people for Peace Corps when they have completed their training? It's unrealistic --- it's almost absurd to think you are going to recruit them. If you really want some volunteers from my area, I suggest that you try to recruit some older people. Perhaps people with a background similar to mine. Our Community Colleges offer rehabilitation and retraining programs. You would be amazed at the number of people in these programs who are over age 45. Many of these older people come to us with a variety of skills and backgrounds. Some have been phased out of their job. There are some who have been phased out of their job because of the installation of a new technology in the plant; therefore, they come to us to learn the necessary skills to go along with the change. Experience and maturity are two ingredients, of many, that are essential in an area like Ecuador. This is not to say young people should not be assigned to Ecuador or similar places. Many of the young volunteers that I have seen have a strong commitment to education through the liberal arts. For those who want to

serve in Peace Corps, I would suggest that they broaden their training, why not take a few courses in the technical and trades area. Los Angeles Community College District is rapidly increasing its enrollment of people with bachelor degrees. In Los Angeles Trade-Technical College alone, we have 750 persons who hold the bachelor degree. They went through the typical liberal arts education process, and they are unemployed, so they come to us to learn a trade.

With our huge educational establishment in America, it seems that we should be able to find people with needed "skills" to serve Peace Corps in a place like Ecuador. I recall an occasion while in Ecuador where I saw some construction going on. I wanted to jump into the construction sites and take over a couple jobs, and show the people exactly how the buildings should have been constructed. In the construction area there was a bunch of rocks. The rocks were to go from one place to another. The set up was that one man would pick up the rocks and pass them on to another. Fourteen minutes later the rocks were moved from one pile to another pile. Several little women were busy mixing concrete by hand. Have you ever mixed concrete by hand? Do you know how heavy it is? The women had children breaking stones for them, while other children were shoveling the sand. The women mixed the concrete and the children wheeled it away. A side, but related point to this is through all this effort, the families may or may not earn enough money to buy food for preparing a meal. The people there need skilled volunteers who can help them develop means for improving their conditions.

Perhaps as a means of getting more Peace Corps volunteers, we need

to get stories like what I have mentioned around. I think we can. If we do, I believe we're going to keep Peace Corps going.

RECOMMENDATIONS

1. There needs to be more thorough advance planning. Too often the travel arrangements are finalized at the last minute which creates a feeling of frustration (sometimes anger) on the part of both the Traveler and Field staff.

2. The objectives and responsibilities of the Traveler and the Field have not been clear in many instances. These should not be spelled out as arbitrary rules but guidelines should be well understood by both.

3. Criteria for selection of a SHOP Traveler should be more clearly defined. For example, are they to participate in programming, and skill code identification? Or are they to become familiar with existing programs for more effective recruiting? Or, is the purpose to develop a broader understanding of Peace Corps by key individuals? Or, is the purpose to educate in-country staff on the skilled trades Vocational Education? The answers to these questions will give direction to those nominating SHOP travelers.

4. The SHOP Traveler Program should be utilized to convince in-country staffs to program more effectively for wives--especially Non-Matrix Spouse. Much of the potential for skilled trades and Vocational Education recruiting is lost when singles, only, are requested. In fact, in some instances, a negative effect is achieved by attracting drifters.

5. The SHOP Traveler concept, which (as I understand it) includes a form of

pre-slotting, mandates a close working relationship between ACTION recruiter and the Traveler. It appears the Traveler has not been utilized to the maximum in some instances.

6. Establish a Recruitment Advisory Council in each recruiting area consisting of representatives from vocational, industrial arts, and technical education, trade unions and others who could contribute.

7. Consider asking for assistance from people in merchandising and advertising fields to determine best means of appealing and reaching specific audiences.

8. Plan for several TV talk shows during the major phase of the recruiting drive. The talk shows could involve SHOP travelers, Peace Corps returnees and recruiters, and local vocational teachers and educators.

9. Consider joint recruiting effort with colleges having vocational, industrial or technical education programs. This might involve using brochures jointly prepared or attaching inserts regarding joint programs. A joint Peace Corps/college program could involve granting specific credits for courses such as student teaching, special projects or independent study or an individual basis for Peace Corps experience.

10. Contact Armed Services for names of servicemen soon to be discharged. Provide direct mailing to those with occupational skills needed by Peace Corps.

11. Contact State Employment Offices for names of unemployed people with

occupational skills needed by Peace Corps. Provide direct mailing of Peace Corps opportunities to them.

12. Contact local, state and national associations for retirees and senior citizens. Provide articles in their publications and orientation in local senior citizen clubs.

13. Contact industrial arts and vocational education state and local organizations of teachers and administrators with a view to making presentations.

14. Make up teams of Peace Corps returnees, Peace Corps recruiters and vocational or industrial teachers to participate in recruiting drives.

15. SHOP Travelers should be utilized in institutional recruiting by allowing SHOP Travelers to:
    1. Make student referrals to local recruiters and campus representatives;
    2. Assist in promoting Peace Corps among professional institutions and associations;
    3. Participate in local media activities and programs; and
    4. Assist in arranging seminars, conferences, etc.

16. Explore the possibility of using ex-Peace Corps volunteers as graduate assistants as a means of establishing continuity in the relationship between Peace Corps and universities. Graduate assistants could be acquired on a cost-shared basis with various vocational education colleges.

A consortium of vocational education schools would give each university the opportunity to acquire ex-Peace Corps volunteers as graduate assistants on a rotating basis. Such a program can prove to be beneficial to Peace Corps and educational institutions.

17. There is a need for more effective and frequent communication between area managers and SHOP Travelers. Some possible ways to accomplish this is to (1) require area managers to maintain records on previous SHOP Travelers and (2) require area manager to submit a monthly report on the activities of SHOP Travelers.

18. Consideration should be given to establishing a SHOP Travelers Library. Material for the library can be obtained from previous SHOP Travelers. The library will include technical information, training aids and material support - - books, slides, auto equipment, etc. In conjunction with this recommendation, it is suggested that a teacher-to-teacher relationship between Peace Corps teachers overseas and former Peace Corps vocational education teachers be established. Perhaps this activity can be facilitated through the partnership program.

APPENDIX A

LIST OF PARTICIPANTS

William Brendler, Special Assistant, Faculty for Vocational-Technical Education, The Ohio State University, Columbus, Ohio

Dr. S. Eugene Bychinsky, Vice President of Ferris State College, Big Rapids, Michigan.

Dr. Richard Dieffenderfer, Research Specialist, The Center for Vocational Education, The Ohio State University, Columbus, Ohio.

Arthur Flanagan, Area Recruitment Manager, Ohio.

Dr. Keith E. Gummere, Professor of Industrial Studies, California State University, Los Angeles, California.

James A. Klatt, Service Center Dir/Orc (ACTION), Chicago Illinois.

Chip Letson, Director, Intern and SHOP Programs, ACTION, Washington, D.C.

Velma Linford, Intern and SHOP Programs, ACTION, Washington, D.C.

Paul Melody, President, Utility Workers of America, Dorchester, Massachusetts.

Dr. Aaron J. Miller, Professor and Chairman of the Faculty for Vocational-Technical Education, The Ohio State University, Columbus, Ohio.

Dr. John L. Parsons, Professor of Agronomy, The Ohio State University, Columbus, Ohio.

Philip H. Smith, Coordinator of Educational Development, Los Angeles Community College District, Los Angeles, California.

Dr. William S. Reynolds, Director of the Vocational-Technical Division, State University College at Buffalo, Buffalo, New York.

APPENDIX B

THE OHIO STATE UNIVERSITY

ACADEMIC FACULTY FOR VOCATIONAL-TECHNICAL EDUCATION

SHOP TRAVELERS' SEMINAR

The Center of Vocational Education

October 16-17, 1975

THURSDAY, OCTOBER 16

Presider:	Mr. William Brendler, Special Assistant, Faculty for Vocational-Technical Education, The Ohio State University
8:00 a.m.	Participant Registration (those who are receiving per diem and travel expenses will have to complete University forms).
8:30 a.m.	Welcome, Opening Remarks, Dr. Aaron J. Miller
8:40 a.m.	Welcome and Greetings from The Center for Vocational Education
8:55 a.m.	Objectives of the Seminar, Dr. A. J. Miller
9:10 a.m.	Recruitment of Vocational and Industrial Arts Teachers and Skilled Tradesmen, Mr. Brian Schaffer, Director, Skilled Trades recruitment and SHOP programs - Midwest Region.
9:30 a.m.	The Role of SHOP Travelers in Local Recruitment Efforts, Mr. Arthur Flanagan, Area Recruitment Manager-Ohio
9:55 a.m.	The National Recruiting Perspective for ACTION, Miss Velma Linford and Mr. Chip Letson, Director, Intern and SHOP Programs, ACTION, Washington, D.C.
10:20 a.m.	Recruitment perspective for Midwest Region, Mr. James A. Klatt, Service Center Dir/ORC (ACTION) Chicago, Illinois

10:35 a.m.	COFFEE BREAK
10:45 a.m.	ETHIOPA Dr. Jack Benson - Chairman of the Industrial Arts Department, Wilmington College, Wilmington, Ohio.
11:15 a.m.	Discussion
11:45 a.m.	MALAYSIA Dr. S. Eugene Bychinsky - Vice President of Ferris State College, Big Rapids, Michigan.
12:15 p.m.	Discussion
12:30 p.m.	LUNCHEON - University Golf Club Buffet
1:45 p.m.	JAMAICA Dr. Richard Dieffenderfer - Research Specialist, The Center for Vocational Education, The Ohio State University, Columbus, Ohio.
2:15 p.m.	Discussion
2:30 p.m.	MALAYSIA/MICRONESIA - INTERN PROGRAMS Dr. Keith E. Gummere - Professor of Industrial Studies, California State University, Los Angeles, California.
3:00 p.m.	Discussion
3:15 p.m.	COFFEE BREAK
3:30 p.m.	EL SALVADOR/HONDURAS/ECUADOR - APPRENTICESHIP PROGRAMS Mr. Paul Melody - President of Utility Workers of America, Dorchester, Massachusetts.
4:00 p.m.	Discussion
4:15 p.m.	Problems Confronting SHOP Travelers - General Discussion Recommendations for future SHOP Travelers
5:00 p.m.	RECESS

FRIDAY, OCTOBER 17

Presider: Dr. Aaron J. Miller, Chairman of the Faculty for Vocational-Technical Education, The Ohio State University

8:30 a.m.	KENYA Dr. Aaron J. Miller - Chairman of the Faculty for Vocational-Technical Education, The Ohio State University, Columbus, Ohio.
9:00 a.m.	Discussion
9:15 a.m.	IRAN/MOROCCO Dr. William S. Reynolds - Director of the Vocational-Technical Division, State University College at Buffalo, Buffalo, New York.
9:45 a.m.	Discussion
10:00 a.m.	COFFEE BREAK
10:15 a.m.	TUNISIA - AGRICULTURE Dr. John L. Parsons - Professor of Agronomy, The Ohio State University, Columbus, Ohio.
10:45 a.m.	Discussion
11:00 a.m.	ECUADOR Mr. Philip H. Smith - Coordinator of Educational Development, Los Angeles Community College District, Los Angeles, California.
11:30 a.m.	Discussion
11:45 a.m.	LUNCHEON - Ohio Union Terrace Dining Room - Buffet
1:15 p.m.	Strategies for Campus Recruiting - Small Group Discussions.
3:00 p.m.	Reconvene Small Group Reports and Discussion
3:45 p.m.	Recommendations for the Future
4:15 p.m.	Conference Summary - Dr. Aaron Miller
4:30 p.m.	ADJOURN